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ABSTRACT

This presentation on Hocking Technical College's (HTC's) Quality Instruction Program (QIP) provides a program description and comments from three HTC faculty members who have been involved in the program in various ways. Recognizing that many faculty members are hired on the basis of their industrial credentials rather than their teaching experience, QIP trains new instructors in the attitudes, pedagogy, and skills necessary for successful teaching. Originally, QIP participants were expected to understand and implement good teaching practices after hearing about them in a lecture. This format led to teacher frustration. The current format has been designed using program offerings as good teaching models. A 4 day, in-service seminar requires active participant involvement in reviewing and revising course outlines, writing course outcomes, planning lessons, and developing mini-lessons. Monthly meetings allow participants to meet with peers in order to discuss difficulties and successes. Classroom observations and conferences between participants and teacher educators also are part of the current program. After Ralph Moran reviews the goals, development, and outcomes of the QIP, Russ Tippett discusses QIP in relation to the HTC's Natural Resources Department, explaining some of the changes that were made to adapt QIP to departmental needs. Finally, Larry Hatem's comments are presented on his experiences when called upon to teach Introduction to Criminal Investigations and Criminal Justice and the ways in which QIP assisted him. (JMC)

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From Industry to Teaching

The Quality Instruction Program at Hocking Technical College

by
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Introduction

For many years technical and community colleges have invited and hired people to teach in their institutions based primarily on their industry credentials. This practice is justified by the need to have a person who is perceived as an expert present the content material. Experts are perceived by students as being the final authority on all matters within the content area. These experts are utilized in evening, weekend, and traveling courses offered to some very non-traditional student groups, as well as to normal daytime main-campus students. As technology and demographics fuel change in the educational marketplace, colleges are forced to speed up the selection and utilization of experts from industry for teaching positions. This presents serious problems in college staffing.

The business of teacher education has been a part of vocational education in Ohio for many years. Vocational agriculture programs have often hired people with many years of farming and agricultural experience but with little or no background in teaching . To compensate for the lack of teaching experience, all newly hired teachers are required to undergo approximately 200 clock hours of intensive classroom work on educational pedagogy that ultimately produces the attitudes, skills, and understandings necessary for successful teaching.

Statement of Problem

As the rate of technologic change increases and technical and community colleges respond by trying to furnish new and better experts faster, something is lost. That lost element is the effective transferance of knowledge, skills, and attitudes from the expert to the student. It is not uncommon for a new teacher to be expected to function in the technical or community college classroom on the day after leaving an industry position.

The first classroom efforts of the new teacher are often frustrating for all involved. The expert-turned-teacher clings desperately to the lifeline of content area at the expense of teaching technique. Clinging to content area is quite easy to understand. For the entire working life of the individual, up to the point of becoming a teacher, he or she survived, thrived, progressed, and was promoted entirely on the measure of job performance within the content area. He or she may or may not have developed the broad range of people skills and the high degree of organizational ability required to orchestrate the classroom environment. This can produce an individual who teaches by "brute force lecture" as if personal distance and self defense are the real classroom goals.

If the new teacher is allowed to persist in his or her erroneous ways, a deepening downward spiral of events is likely to develop which will take the teacher and the class to a bitter and predictable end. Students will lose their positive perception of , and their respect for, the expert-turned-teacher when they find that discipline cannot be enforced, lessons cannot be structured, and challenges cannot be offered. The problem is that the expert-turned-teacher has a deficient knowledge of educational theory and practices, and often has little knowledge of the character and nature of the student body.

Survival is also of critical importance to the teacher. Survival means that the new teacher has enough subject material from which to extract lessons. It means that the teacher is able to control the rate at which subject material is covered. A surviving teacher is one that preserves his or her integrity in the classroom and does not appear to sacrifice control of the class in order to appease a difficult student. A surviving teacher is one that can deliver instruction according to the needs of a diverse group of learners. Students appreciate surviving teachers because they vary their methods of delivery, and because they show consistency and fairness in testing and grading. New teachers that survive the first year of teaching become an excellent educational investmemt opportunity for administration.

Ralph Moran

Ralph began his teaching career in 1979 with a vocational high school forestry program in the hills of southeastern Ohio. He is one of many people who helped bring about the Quality Instruction Program. He is currently a teacher educator with the Quality Instruction Program at Hocking Technical College.

A. Hocking Technical College not unlike other colleges in that it believes in quality instruction.
   1. **Quality instruction requires quality instructors.**

B. HTC supports quality instruction with the Quality Instruction Program.
   1. **Quality Instruction Program goals:**
      a. *Provide instructors with information, training, and feedback to assist them in providing quality instruction within their disciplines.*
         1) Standardize classroom management documents (course outlines, lesson plans).
         2) Promote and facilitate the use of Competency Based Education systems.
         3) Provide instructors the wherewithall to create student centered learning experiences.
         4) Enhance the instructor's ability to teach to individual student differences.
      b. *Facilitate the development of a college wide network of faculty dedicated to quality instruction.*
         1) Promote collegiality
            a) Foster respect for the teaching profession.
            b) Encourage collaboration in order to solve classroom instruction problems.
            c) Enable instructors to co-validate successful teaching methods.
            d) Break through technology lines to recognize applicability of common teaching practices.

C. Implementation
   1. **Program Formats:**
      a. *Early program offerings were on the line of "DO WHAT WE SAY, NOT WHAT WE DO".*
         1) Instructors were expected to understand and implement good teaching practices after hearing about them in a lecture.
         2) A one day, six hour seminar offered new teachers a blizzard of tips, pedagogy, and organizational information.
            a) Produced high frustration level in new teachers.
         3) Seminar followed by two classroom observations.
            a) system percieved by faculty as possibly punitive.

      b. *Current fall quarter start-up seminar has been engineered around using program offerings as models of good teaching.*
         1) **Four day, In-service seminar** places participants in the center of the learning experience.
            a) participants review/revise course outlines in order to comply with college standards.
            b) Participants initiate the Competency Based Education process by writing course outcomes for a course they will be teaching fall quarter.
            c) Participants engage in lesson planning exercises.
            d) Participants develop several methods for delivering a small body of knowledge in mini lessons. Lessons are reviewed by peers in the seminar.
            e) Course outcomes, lesson objectives, teaching methods, and evaluation tools are all developed as complementary elements.
         2) **Monthly** (weekly now being planned) **meetings** allow participants to meet with peers in order to air out difficulties and/or offer news of classroom successes.
            a) Meetings allow participants to gain answers to urgent questions, validate practices, and develop career networks.
            b) Meetings allow teacher educators to have access to participants in order to

deliver group information.

3) **Observations** provide participants with in the classroom support for new strategies/methods, provide a constructive critique of classroom teaching attempts.
   a) Two successful observations required for completion of program. Observation must be preceeded by delivery of a lesson plan to a teacher educator.
   b) Observations are constructive only. No punitive action within QIP will occur as a result of an unsuccessful observation.
4) **Conferences** are one-on-one" straight talk" meetings where participants confer with teacher educators about what is working for their students and what could work better.

D. Program performance to this point in time is measured in subjective, qualitative ways.
   1. **Program Evaluations**
      a. *Exit writings and other solicited documents reveal interesting findings.*
         1) Participants with degrees held in education and/or posessing prior teaching experience, initially felt that QIP couldn't add anything to their expertise.
            a) These people usually exit the program feeling that it was benificial and at the very least a timely review.
         2) Participants with little or no teaching experience felt that QIP was going to be just what they needed.
            a) No short term program can replace field experience.

Russ Tippett

Russ is a former Ohio Division of Natural Resources game protector. He is the designer and builder of the National Ranger Training Institute. Russ has directed the department of Public Safety Service and is currently the director of the Natural Resources Department at Hocking Technical College.

A. Benifit and value of Program to Departmental operations.
New teammates are moldable.

1. **At time of hire stage is set for high expectations.**
   a. *Superior service*
      1. Superior Quality
      2. Constant Innovation
         a) QIP is an up-front message during the interview process.
         b) Failure to complete during first academic quarter, unless extenuating circumstances, disqualifies new teacher for rehire.

   b. *Other instructional directors opted for reduced teaching load for the new teacher during the QIP training quarter. I disagreed. The following is what happens in the Natural Resources Department:*

      1) Teaching load remains the same as any other instructor. The normal loads are as follows:
         a) Lecture, 15-18 contact hours/week.
         b) Lecture/Laboratory, 18-24 contact hours/week.
         c) Laboratory only, 24-28 contact hours per week.

      2) Duties commonly expected of seasoned faculty members are not included in the new teacher load. Duties not expected of the new teacher are:
         a) Academic advising of students
         b) Committee work
         c) Student club advisor
         d) ETC. ETC.

Rational:

1. **The College requires all newly hired teachers to participate in, and complete the Quality Instruction program.**
   a. *If no one enforces requirement , QIP is just words on paper.*
      1) I'm at implementation stage and do require all new hires to participate.
      2) I,ve participated in QIP.
      3) I'm waiting on QIP for modular programs. I will participate again to serve as role model and to have direct influence on needs of QIP to go modular.

2. **Perpetuation of, "If I do anything extra, give me more money".**
   a. *Continuous training and quality instruction are an integral part of the team attitude that I want to instill in each member.*
   b. *QIP is a step in life-long-learning process.*
   c. QIP is a demonstrated investment in the individual team member (Value Addedness).
      1) Team member is better prepared for the classroom.
      2) Team member is more comfortable in the classroom.
      3) Team member has a variety of delivery modes for the same material.
      4) Team member earns new credential (certificate).
   d. QIP brings about Value Addedness in the students (Customer).
      1) The student is assured of getting money's worth.
      2) Because QIP is competency based, student learns through hands-on approach.

Implementation:

1. **Problems encountered in implementation**
   a. *College waits to hire at last minute.*
      1) Zero week worked, I believe.
      2) Later hires are always playing catch up.
   b. *Rush of business at start of quarter is so heavy that I forgot about QIP with new staff. Should have checked their QIP progress early on. By the time that I was aware they were behind, they were way behind.*
      1) We must create/utilize early check mechanism for department leadership.
   c. *Like most two-year colleges, HTC has many staff that are near retirement age. Many are not interested in learning new teaching techniques. Difficult to get them involved.*
   d. *Long term staff who are still excited about their jobs have found a niche in other activities.*
      1) Harter - Back country Horsemanship.
      2) Perine - Archery
   e) *Hiring of new, young staff has created a void in the department.*

2. **Reasons for continued involvement.**
   a. *HTC is "World's best Technical College".*
      1) We've never before had a training program as intense as this. It is the beginning of something very, very right. Senior management is backing the program with money, equipment, personnel and space.

Larry Hatem

Larry is a twenty-one year veteran of the law enforcement profession. He has functioned as a patrolman, criminal investigator, chief deputy sheriff and acting sheriff. He has provided instruction for the Ohio Peace Officers Basic Training, the Ohio Fire Academy, and the National Ranger Training Institute. Larry is now employed as a full time instructor in the Public Safety Services Department at Hocking Technical College.

Scenario:

"Two weeks before the start of the quarter my department director calls to inform me that I will be teaching Introduction to Criminal Investigations and a course titled Criminal Justice."

Expectations:

"I fully expect to have an opportunity to meet the other faculty members and to benifit from discussions of course content, lesson plans that may exist, college policy and procedure, text book selection and use etc."

Reality:

"For whatever reason the other faculty members will be reporting to the college on the first day of class which means I won't be able to consult with them prior to teaching." "Looks like I'm on my own."

Stress:

"I was soon to find out that teaching on the college level was not the same as teaching 'canned' training programs that we used in Police Science and Basic Fire Training. I was also to find out that my ten years of experiencial teaching qualifications sometimes served to get me into trouble.

"New ideas, new techniques, all of a sudden it is MY class and MY teaching methods. This scared hell out of me!! I was so used to a program of instruction being handed to me, course outline, tests, books etc. Now I was being expected to design the course outline, the tests, pick a text, make it work!

"Too many pieces, too big a puzzle"!

Intervention:

"My department director has also directed me to show up for a session of something called the Quality Instruction Program. This program is starting one week before the start of normal in service activities, and two weeks prior to the start of classes."

"On about day three of the Quality Instruction Program the puzzle pieces started fitting together. Without the assistance of the of the Quality Instruction Program staff, the four day seminar, the continued assistance throughout the quarter I would have been totally lost."

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